

TIER

Tiered **I**nterventions Using
Evidence-Based **R**esearch

Handouts

Behavior

Targeted PBIS Implementation



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Resources

Tools Discussed in This Session

Schoolwide PBIS Tiered Fidelity Inventory (TFI): www.pbis.org/resource/tfi

Institute of Education Sciences What Works Clearinghouse practice guides:

- Reducing Behavior Problems in the Elementary School Classroom:
<https://ies.ed.gov/ncee/wwc/PracticeGuide/4>
- Preventing Dropout in Secondary Schools:
<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Equity monitoring:

www.pbis.org/school/equity-pbis

Related TIER Modules

Screening: <https://tier.tea.texas.gov/screening>

Decision Making: <https://tier.tea.texas.gov/decision-making>

Progress Monitoring: <https://tier.tea.texas.gov/progress-monitoring>

Behavior: <https://tier.tea.texas.gov/behavior>

Mental Health: <https://tier.tea.texas.gov/mental-health>

Other Tools to Explore

Assessments: www.pbis.org/resource-type/assessments

Blueprints: www.pbis.org/resource-type/blueprints

Materials: www.pbis.org/resource-type/materials

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Tier 2 Team Membership Inventory

Current Team Member	Description
	Tier 2 coordinator
	Applied behavioral expertise
	Administrative authority
	Knowledge of students
	Knowledge about school operation across grade levels and programs

Additional Team Member Needed	Strategies for Adding Member

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., . . . Sugai, G. (2019). *School-wide PBIS tiered fidelity inventory*. Washington, DC: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R., . . . Weist, M. D.(2019). *Advancing education effectiveness: Interconnecting school mental health and school-wide PBIS, Volume 2: An implementation guide*. Eugene, Oregon: University of Oregon Press.

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Tier 2 Team Forms

—Meeting Minutes—

Date:**Time:****Next Meeting Date and Time:****Team Members**

Name:

Role:

Name:

Role:

Name:

Role:

Name:

Role:

Agenda

1. **Identification Data** (used to identify students in need of Tier 2 supports):
2. **Student Names** (students identified as needing Tier 2 supports):
3. **Progress Monitoring** (data collected to monitor student progress):
4. **Decision Points and Guiding Questions** (e.g., supports faded, increased, continued):
5. **Student Status** (outcome summary data; see Intervention Tracking: Individual chart):

Intervention Tracking: Overall

Tier 2 Intervention	Number of Students	% Meeting Goal	% Not Meeting Goal	Number Moving Between Tiers
Behavior Education Program or Check-In Check-Out				
Social Skills Group				
Self-Regulation Strategies Group				
Other:				

Intervention Tracking: Individual

Student	Tier 2 Intervention(s)	Goals (Target %)	Progress %	Status

Intervention Tracking: Individual (Example)

Student	Tier 2 Intervention(s)	Goals (Target %)	Progress %	Status
Student 1	Behavior Education Program or Check-In Check-Out	1. Be safe —keep hands and feet to self (90%) 2. Be respectful —raise hand (80%)	1. 85% 2. 60%	Continue
Student 2	Self-Regulation Strategies Group	Be responsible: 1. Identify physical signs of feeling frustrated (80%) 2. Demonstrate calm-down steps when feeling frustrated (80%)	1. 50% 2. 40%	Initiate Tier 3 supports

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Screening Tool Matrix

Questions to Consider	Example A	Example B	Student Risk Screening Scale	Strengths and Difficulties Questionnaire	Example C
What is the targeted grade level or age?	K–6	Preschool to kindergarten (ages 3–5)	K–6, with additional evidence to support use in grades 7–12	Preschool to grade 12	Preschool to grade 12
What types of concerns does it detect?	Internalizing and externalizing problems	Internalizing and externalizing problems	Antisocial behavior	Emotion concerns, hyperactivity, peer problems, prosocial behavior	Prosocial behavior, motivation to learn, reading and math skills
Who may complete it?	Teachers	Teachers	Teachers	Teachers, parents, and students ages 11–17	Teachers
Is it free?	No	No	Yes	Yes	No
How much time does it take to complete?	Less than 1 hour per class	Less than 1 hour per class	10-15 minutes per class	Less than 1 hour per class	Approximately 30 minutes per class
Is there an online or computer-based scoring option?	No	No	Yes	Yes	Yes
Is there an intervention component?	No	No	No	No	Yes

References: Drummond, T. (1994). *The student risk screening scale (SRSS)*. Grants Pass, OR: Josephine County Mental Health Program; Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38, 581–586.

Adapted from: Lane, K. L., Menzies, H. M., & Kalbers, J. R. (2012). *Systematic screenings of behavior to support instruction: From preschool to high school*. New York, NY: Guilford Press.

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Tier 2 Nomination Form

School: _____ Teacher: _____ Date: _____

Grade(s): _____ Class (e.g., reading, algebra I): _____

Step 1: Identify students in your class who display inappropriate externalizing or internalizing behaviors.
Middle school, high school, and specials teachers, identify students across your day.

Externalizing behaviors are displayed outwardly toward an external social event in the environment.

Examples:

- Aggression toward others or things
- Hyperactivity
- Defiance or noncompliance
- Disruption (e.g., out of seat, calling out)
- Arguing
- Stealing
- Tantrums
- Not following directions

Internalizing behaviors are displayed inwardly toward the self and may be difficult to notice.

Examples:

- Sadness or depression
- Diminished social interactions (may sleep a lot)
- Teasing or bullying by peers
- Not participating in games
- Being overly shy or timid, not standing up for self
- Fearfulness
- Self-injury
- Being withdrawn, avoiding social interactions

Step 2: Fill out the first two columns below. Using student initials, list three to six students who exhibit externalizing or internalizing behaviors. Middle school, high school, and specials teachers, list the student’s grade and period the student is in your class.

Student Initials	Grade or Period	Externalizing or Internalizing

Step 3: In the third column above, indicate whether each student exhibits externalizing or internalizing behaviors.

Step 4: Prioritize the previous list using the following table. First, consider the severity and/or frequency of the behaviors and rank the top three students in order of most severe/frequent behaviors for each category—externalizing and internalizing. Then, put a checkmark in the following columns if you also have academic concerns for the student, have personally taught the Tier 1 expectations to the student (e.g., discussed each expectation 1:1 and the student demonstrated understanding), or have personally given a Tier 1 PBIS reward to the student.

Student Initials	Academic Concerns?	Taught Expectations?	Given Tier 1 Reward?
Externalizing Behaviors			
1.			
2.			
3.			
Internalizing Behaviors			
1.			
2.			
3.			

Step 5: Gather additional data for nominees from Step 2.

Student Initials	Total Number of ODRs	GPA	Total Number of Absences	Standardized Reading Score (e.g., STAAR)

Key: ODRs = office discipline referrals; GPA = grade-point average; STAAR = State of Texas Assessments of Academic Readiness

Step 6: Meet with your Tier 2 team to review this information.

Decision Rules

When creating a campuswide or districtwide decision rules rubric for identifying students in need of Tier 2 intervention, consider the following.

Use multiple data sources, such as the following:

- Office discipline referrals
- In-school and out-of-school suspensions
- Academic progress, course failures
- Incomplete classwork or homework
- Loss of instructional time
- Visits to nurse, counselor, secretary, administrator
- Screening tools
- Attendance, tardies
- Teacher, family, or student nominations

Decision rules are guidelines for determining access. It is important to allow for flexibility.

Decision rules are contextual. Student data must be considered in relation to peers and the campus environment.

Midwest PBIS Network. (n.d.). *Tier II team training (Days 1 & 2)*. Retrieved from <http://www.midwestpbis.org/materials/tier-2-team-training>

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Sample Request for Assistance Form

Student name: _____ Grade: _____ Date: _____

IEP (circle one): Yes No Teacher name: _____

Relationship

I am a (*circle one*): Teacher or team member Family member Student

Name: _____

Relationship to student: _____

Type of concern

Check all that apply: _____ Academic _____ Behavior _____ Social or mental health

Adapted from Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R., . . . Weist, M. D. (2020). *Advancing education effectiveness: Interconnecting school mental health and school-wide PBIS, Volume 2: An implementation guide*. Eugene, Oregon: University of Oregon Press.

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SB 1153—Frequently Asked Questions



SB 1153—Frequently Asked Questions

October 2017

1. What does “intervention strategy” mean?

"Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of instruction generally used in that system with all children (i.e. high yield general education classroom instruction). The term includes Response to Intervention (RtI) and other early intervening strategies.

2. A parent has legal access to all written records that a school district has concerning the parent's child. What is included?

Written records include, but may not be limited to, the following:

- (1) attendance records;*
- (2) test scores;*
- (3) grades;*
- (4) disciplinary records;*
- (5) counseling records;*
- (6) psychological records;*
- (7) applications for admission;*
- (8) health and immunization information;*
- (9) teacher and school counselor evaluations;*
- (10) reports of behavioral patterns; and*
- (11) records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child.*

3. What is the Texas Education Agency required to provide to school districts?

The Agency must provide a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973. Each school year, each district must provide the written explanation to a parent of each district student by including the explanation in the student handbook or by another means. The Agency has posted the Student Handbook Statement to the Special Education in Texas website. This statement is available in HTML ([English](#) | [Spanish](#)) or as a Word document ([English](#) | [Spanish](#)).



4. What kind of parental notice does SB 1153 require?

Each school year, each school district must notify a parent of each child who receives assistance from the school district for learning difficulties, including intervention strategies that the school district provides to the child. This notice does not apply to parents of children enrolled in the district's special education program.

The notice must be provided when the child begins to receive the assistance for that school year. The notice must be written in English or, to the extent practicable, the parent's native language. The notice must include:

- (1) a reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;*
- (2) information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;*
- (3) an estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;*
- (4) the estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and*
- (5) a copy of the Student Handbook Statement. This statement is available in HTML ([English](#) | [Spanish](#)) or as a Word document ([English](#) | [Spanish](#)).*

5. When and by whom will this notice be provided?

The notice must be provided when the child begins to receive the assistance for that school year. Who provides the notice and how the notice is provided are at each school district or charter school's discretion.

6. Will the Texas Education Agency create a sample letter to send out to parents for notification?

Yes.

7. Are school districts required to establish a process for entering and exiting RtI?

If a district has an RtI process in place, then the school district must notify the parent of each child who receives assistance from the school district for learning difficulties that is above the level of instruction generally used in that system with all children. In order to do this, the school district must have criteria for entering and exiting RtI.

8. What are the PEIMS requirements?

Each school district and open-enrollment charter school must annually report through the Public Education Information Management System the total number of students enrolled in the district or



school with whom the district or school, as applicable, used intervention strategies (as defined above) at any time during the year for which the report is made.

Separately, each school district and open-enrollment charter school must annually report through the Public Education Information Management System the total number of students enrolled in the district or school to whom the district or school provided aids, accommodations, or services under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), at any time during the year for which the report is made.

TEA will maintain the information collected above.

PEIMS submissions will begin in 2018-19. Information will be provided as it becomes available.

9. Do the requirements in SB 1153 also apply to charter schools?

Yes.

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Targeted Interventions Reference Guide

Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.

Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Targeted Interventions Reference Guide Map

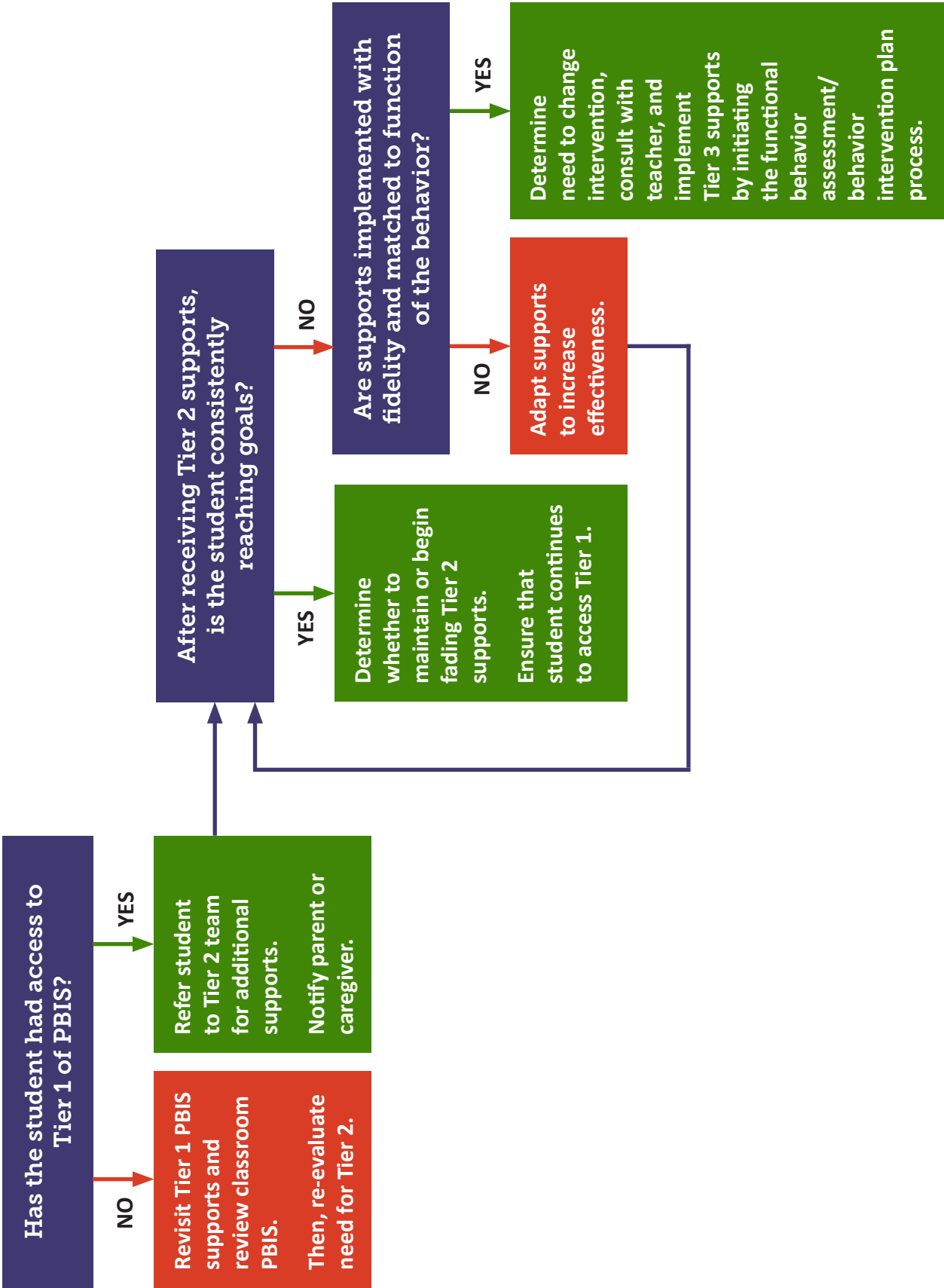
This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____ Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					

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Sample Tier 2 Decision Rules Flowchart



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Tier 2 Action Plan

Tier 2: Targeted SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
2.1 Team Composition: Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none"> School organizational chart Tier 2 team meeting minutes 	0 = Tier 2 team does not include coordinator or all 4 core areas of Tier 2 team expertise 1 = Tier 2 team does not include coordinator and all 4 core areas of Tier 2 team expertise OR attendance of these members is below 80% 2 = Tier 2 team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier 2 team meeting agendas and minutes Tier 2 meeting roles descriptions Tier 2 action plan 	0 = Tier 2 team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier 2 team has at least 2 but not all 4 features 2 = Tier 2 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.3 Screening: Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.	<ul style="list-style-type: none"> Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) Team decision rubric Team meeting minutes School policy 	<p>0 = No specific rules for identifying students who qualify for Tier 2 supports</p> <p>1 = Data decision rules established but not consistently followed or used with only one data source</p> <p>2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier 2 supports</p>
2.4 Request for Assistance: Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	<ul style="list-style-type: none"> School handbook Request for assistance form Family handbook 	<p>0 = No formal process</p> <p>1 = Informal process in place for staff and families to request assistance</p> <p>2 = Written request for assistance form and process are in place and team responds to request within 3 days</p>
Subscale: Interventions		
2.5 Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	<ul style="list-style-type: none"> School Tier 2 handbook Targeted Interventions Reference Guide 	<p>0 = No Tier 2 interventions with documented evidence of effectiveness are in use</p> <p>1 = Only 1 Tier 2 intervention with documented evidence of effectiveness is in use</p> <p>2 = Multiple Tier 2 interventions with documented evidence of effectiveness matched to student need</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.6 Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	<ul style="list-style-type: none"> • Universal lesson plans • Tier 2 lesson plans • Daily/weekly progress report • School schedule • School Tier 2 handbook 	<p>0 = Tier 2 interventions do not promote additional instruction/time, improved structure, or increased feedback</p> <p>1 = All Tier 2 interventions provide some but not all 3 core Tier 2 features</p> <p>2 = All Tier 2 interventions include all 3 core Tier 2 features</p>
2.7 Practices Matched to Student Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	<ul style="list-style-type: none"> • Data sources used to identify interventions • School policy • Tier 2 handbook • Needs assessment • Targeted Interventions Reference Guide 	<p>0 = No process in place</p> <p>1 = Process for selecting Tier 2 interventions does not include documentation that interventions are matched to student need</p> <p>2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)</p>
2.8 Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.	<ul style="list-style-type: none"> • Universal lesson plans and teaching schedule • Tier 2 lesson plans • Acknowledgement system • Student of the month documentation • Family communication 	<p>0 = No evidence that students receiving Tier 2 interventions have access to Tier 1 supports</p> <p>1 = Tier 2 supports are not explicitly linked to Tier 1 supports and/or students receiving Tier 2 interventions have some, but not full access to Tier 1 supports</p> <p>2 = Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 interventions have full access to all Tier 1 supports</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.	<ul style="list-style-type: none"> Professional development calendar Staff handbook Lesson plans for teacher trainings School policy 	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
2.10 Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.	<ul style="list-style-type: none"> Tier 2 enrollment data Tier 2 team meeting minutes Progress monitoring tool 	0 = Team does not track number of students responding to Tier 2 interventions 1 = Team defines criteria for responding to each Tier 2 intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier 2 supports
2.11 Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.	<ul style="list-style-type: none"> Student progress data (e.g., % of students meeting goals) Intervention Tracking Tool Daily/Weekly Progress Report sheets Family communication 	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Feature	Possible Data Sources	Scoring Criteria
2.12 Fidelity Data: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.	<ul style="list-style-type: none"> • Tier 2 coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier 2 team member 	<p>0 = Fidelity data are not collected for any practice</p> <p>1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier 2 interventions</p> <p>2 = Periodic, direct assessments of fidelity collected by Tier 2 team for all Tier 2 interventions</p>
2.13 Annual Evaluation: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	<ul style="list-style-type: none"> • Staff and student surveys • Tier 2 handbook • Fidelity tools • School policy • Student outcomes • District reports 	<p>0 = No data-based evaluation takes place</p> <p>1 = Evaluation conducted, but outcomes not used to shape the Tier 2 process</p> <p>2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation</p>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

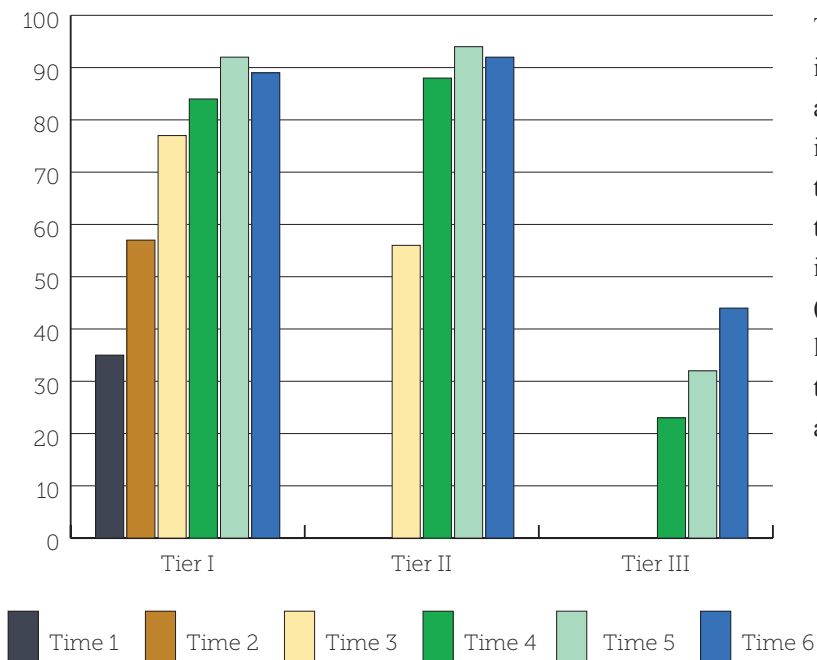
Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier 1, Tier 2, and Tier 3 core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier 1	1-15 / 30 points	_____/ 30	
Tier 2	1-13 / 26 points	_____/ 26	
Tier 3	1-17 / 34 points	_____/ 34	

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier 1 at six different points in time, Tier 2 during the last four points in time, and Tier 3 during the last three points in time.

Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey



The Inventory also provides a “by Item” report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form

Item	Score	Action	Who	When
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier 2 Interventions				
2.6 Tier 2 Critical Features				
2.7 Practices Matched to Student Need				
2.8 Access to Tier 1 Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				

Total score percentage (total of all points awarded divided by 26): _____

Reprinted and adapted from Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., . . . Sugai, G. (2019). *School-wide PBIS tiered fidelity inventory*. Washington, DC: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

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